

Individual School Plan For Tier I Schools

Transformation Model – This document contains feedback from the OPI review team.

School Name:	Lame Deer High School	Tier:	I
District:	Lame Deer District	Intervention :	Transformational
Principal's Name:	Mr. Frank No Runner	Phone: (406)	477-8900 ext. 1205
Principal's Email:	Frank.NoRunner@lamedeer.k12.mt.us	Fax: (406)	

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- X CRT Data** – Attach the analysis of the NCLB Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 that show CRT results for this school for all students as well as subgroups. See additional information included in the binder.
- X Attendance and Graduation Rates** - Include a copy of the School Report Card for 2008-2009 that shows the attendance and graduation rates by subgroup. Same as above
- X ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP and CRT Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2007-2008	44	13/44	11%	30%
2008-2009	46	16/44	7%	15%

- X** Did this school have one or more **Scholastic Reviews** by an OPI site visitation team? What year(s)? 2007, 2009 **Yes, twice**
- X** Has this school completed any of the **Correlate Categories** from the **5YCEP**? If so, indicate what categories and attach results.

Additional Areas to Consider for Data and Need Analysis: Check the box for each type of additional data or information that was used to consider the school's needs and choose the intervention approach.

Demographics <input checked="" type="checkbox"/> enrollment <input checked="" type="checkbox"/> drop-out Rate <input checked="" type="checkbox"/> ethnicity <input checked="" type="checkbox"/> grade level <input checked="" type="checkbox"/> discipline incidents <input checked="" type="checkbox"/> other: staff and student attendance	Curriculum <input checked="" type="checkbox"/> alignment with MT standards & ELEs <input checked="" type="checkbox"/> research-based <input checked="" type="checkbox"/> implemented with fidelity <input checked="" type="checkbox"/> schedule for review & revision of curriculum <input checked="" type="checkbox"/> assessment data used to identify gaps <input checked="" type="checkbox"/> review process to determine if meeting needs of all students
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Instruction <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective and varied instructional strategies <input checked="" type="checkbox"/> instruction is aligned to MT ELEs <input checked="" type="checkbox"/> instruction is differentiated <input checked="" type="checkbox"/> system for timely & early interventions for low-performing students <input checked="" type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	Assessment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> aligned with MT standards & ELEs <input checked="" type="checkbox"/> data from classroom assessments guides instruction <input checked="" type="checkbox"/> universal screening data for all students <input checked="" type="checkbox"/> progress Monitoring data <input checked="" type="checkbox"/> other Formative Assessments <input checked="" type="checkbox"/> teacher observations <input type="checkbox"/> other:
Professional Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> student achievement data determines pd priorities <input checked="" type="checkbox"/> professional development is job embedded <input type="checkbox"/> teacher evaluation process is aligned to research-based teacher standards <input type="checkbox"/> teacher evaluation process consistently applied <input type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input type="checkbox"/> teacher mentoring program <input type="checkbox"/> other 	Supportive Learning Environment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective classroom management strategies <input checked="" type="checkbox"/> school wide behavior standards (Montana Behavior Initiative) <input checked="" type="checkbox"/> attendance policy <input checked="" type="checkbox"/> cultural awareness and understanding <input checked="" type="checkbox"/> extended learning opportunities <input checked="" type="checkbox"/> effective school-parent communication <input checked="" type="checkbox"/> parent & community engagement <input type="checkbox"/> Social & emotional services & supports <input checked="" type="checkbox"/> physical facilities safe & orderly <input type="checkbox"/> other:
Other <ul style="list-style-type: none"> <input checked="" type="checkbox"/> master schedule & classroom schedules <input checked="" type="checkbox"/> perception surveys of teachers, parents, or students <input type="checkbox"/> implementation data for specific program or process <input checked="" type="checkbox"/> administrator and teacher experience & qualifications <input checked="" type="checkbox"/> policies & procedures facilitate learning <input checked="" type="checkbox"/> teacher turnover & attendance rates <input checked="" type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	Leadership <ul style="list-style-type: none"> <input checked="" type="checkbox"/> facilitate development & implementation of school goals <input checked="" type="checkbox"/> analyze student assessment data <input checked="" type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input checked="" type="checkbox"/> leaders monitor delivery of instruction <input checked="" type="checkbox"/> leaders monitor implementation of school improvement plan <input checked="" type="checkbox"/> leaders ensure staff trained in MT ELEs <input checked="" type="checkbox"/> leaders have support from district office or others

For each type of data analyzed or area of need checked, including the CRT data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

Data Analyzed	Observations (Describe needs determined from data)
CRT data	CRT (MontCas) Math, 2009-10, 17% proficient in grades 9-12 Reading, 2009-10, 42% proficient in grades 9-12
Graduation Rate	39% Spring 2010
Attendance Rate	Attendance rates for 7-12 fall well below the 90% from 2005-2009
ELP Assessment	
Scholastic Review or Correlate Review	April , 2009 Both documents are included with SIG plan documentation
Demographics	Lame Deer School District is located on the Northern Cheyenne Reservation in Rosebud County in southeastern Montana. The reservation covers approximately 56 square miles. In 2007 the population was reported as 1,974. At that time, 50.4% were living below the poverty level. The community is made up of 93.9% American Indian, 5.6% White Non-Hispanic, 2.2% Hispanic and 1.5% other races. Lame Deer schools serve approximately 525 students K-12.
Curriculum	The Lame Deer School District is a member of the Alliance for Curriculum Enhancement (ACE). This consortium provides curriculum alignment to the state standards, teacher training, and updated assessment information.
Instruction	MCREL 9 instructional strategies data collection. Reading and math staff have been recently trained in new math and reading curriculum, summer 2010.
Assessment	Baseline prior to the start of school; Measured Progress; MontCAs;
Supportive Learning Environment	Survey information included in binder
Professional Development	Ongoing and prior to the start of school; built into the weekly schedule
Leadership	Longevity of district administrators; IWalkthrough—data shared with staff. Board member attendance in Billings and Great Falls—district level SIG team meetings as well as Administrator Leadership and Building Level Team meetings.
Other:	MAP data source; Infinite Campus –see binder for more information
Other:	Staff notification or parent notifications; surveys from stakeholder groups; --see binder
Other:	

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state's assessments in both reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school's progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts	To increase the number of students who score at the Proficient level in reading by 10% each year, as measured by MontCAS data.	Proficient 41% (7-8) 42% (9-12)	Formative and Summative; Program assessments; Eligibility Lists; F Lists; Report Cards; 6-8 wk. Reviews; MontCas; Measures of Academic Progress (MAP)	Assessment is pervasive and ongoing with report cards distributed every quarter along with data conversations and collaboration by PLC's.	Instructional Coach. Deb Glass Administrator Leadership Team (ALT) SIG team Reading SIG representative; Ms. Danae Bills
Math	To increase the number of students who score Proficient/Advanced levels in math by 10% per year, as measured by MontCAS data.	Proficient 34% (7-8) 17% (9-12)	Same as above	Same as above	Same as above Math SIG representative; Mr. Mike Comes At Night
Graduation Rate	To increase the overall yearly student attendance rates for grades 7-12 by 10% per year, as measured by the Infinite Campus	39%	Same as above	Same as above	Advisory Plan 7 year plan

B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL

TRANSFORMATION MODEL

*NOTE: Each required activity **must** be addressed.*

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required Activities

Implementation Steps Aligned with the Transformation Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>A) Replace the principal who led the school prior to commencement of the transformation model.</p> <p>This is a required part of this federal grant, and as such is not fundable as per federal guidelines-Supplement not supplant ESEA Title I part A section 1120A(b)</p>	Mr. Bryan Kott	June, 2010	July 15, 2010
<p>Describe how the district will replace the principal as part of the school's transformation model.</p> <p>The previously assigned high school principal has been transferred to another position in the district overseeing Indian Education For All programs, culture staff, and JOM. In July 2010, the Lane Deer School Board hired Mr. Frank No Runner to serve as the principal and Mr. Aundre Bell as the assistant principal. Mr. No Runner and Mr. Bell have previously served as assistant principals in the middle and high school. The previous high school principal is still listed on the staff roster as an assistant principal, however has other duties and responsibilities through the Indian Education For All initiative, supervision of the culture staff, and Jobs for Montana Graduates. The former principal's salary is maintained due to Montana tenure laws.</p>			
<p>In the case of a school that has replaced the principal within the last two years, describe other elements of this transformation effort that have been implemented during that time.</p> <p>Not Applicable</p>			
<p>What capacity does the district have to replace the principal?</p> <p>The Lane Deer Board of Trustees has the responsibility of hiring and firing staff thus the capacity is in place for the district to reassign the previous principal to a new position and ultimately hire another individual for this position.</p>			
<p>What barriers exist to replacing the principal and how will these be overcome?</p> <p>Replacing the middle school/high principal has been a difficult process. To garner understanding and support from all stakeholders to make a leadership change has been difficult. The previous principal continues to support school improvement initiatives, however has been reluctant to step aside to let the change occur.</p> <p>Another barrier will be the support needed for the new middle school and high school principal from all staff including the previous principal. Some staff were not supportive of any change in leadership.</p> <p>In order for these barriers to be overcome, it is imperative that the Board of Trustees support the decision for this change. Communication to and from all stakeholders is vitally important in order to allow the new school leadership the opportunity to lead this school improvement initiative. Finally, the new middle and high school leaders must be supported by the Transformational Leader, the community liaison, and the curriculum and instructional leader through ongoing staff development and resources.</p> <p>Staff development for new leadership is imperative with assistance from the Transformational Leaders as well as attending state and national conferences. Attendance to leadership training would also be of benefit to the Board of Trustees, yet difficult to garner support and interest. Ongoing, specific targeted school board training is imperative.</p>			
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>Change in leadership recommended; Mr. Kott; June, 2010</p> <p>Board of Trustees approved the recommendation for Mr. No Runner to serve as the principal; Board of Trustees; July 2010</p>			

Resources:

SIG team representatives representing all grade levels have participated in all state (OPI) and local school improvement planning sessions since June 1, 2010. These meetings have been held in Helena, Great Falls, Billings, and at the Lame Deer Administration building.

Content specific high school staff have attended curriculum staff development training in reading and math in Billings, July, 2010

SIG action plans

Milestones/Assessment/Evidence:

The Lame Deer School Improvement Team has met for the entire 2009-2010 school year, which has been critically important in setting up team process, norms, etc. Three core leadership teams have been created through the school improvement process, i.e., district leadership team (K-12 administrative and certified staff representatives), administrative leadership team (all building and district administrators), and the building leadership teams (representatives from various grade levels, along with the building administrator). Minutes and agendas have been kept for all team meetings with distribution to all stakeholders available by computer access. The Board of Trustees has designated two trustees to serve in partnership with the district leadership team reporting back to the full Board on a regular basis.

The SIG team has attended OPI staff development in Billings, Great Falls, and Helena throughout June and July 2010. Attendance records and training materials are evidence of this training.

Content specific middle school and high school staff (English/Language Arts/Math) have attended curriculum meetings in Billings on July 21st-23rd and July 28th-30th. An additional math training session was conducted on August 2nd-August 4th.

The transformational leader attended New Leaders training on August 10-11, 2010 in Helena, MT. The new elementary principal and elementary assistant principal attended this training as well. The training was sponsored by the School Administrators of Montana (SAM).

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement. This is a required part of this federal grant and all related expenses are figured into the main overall OPI Budget for SIG. The OPI will reimburse the district for the third-party evaluator as part of the SOPPAS system. Orientation will be provided by the OPI.	Building Administrators	January, 2011	Ongoing and reviewed annually
Describe the planned evaluation system for teachers. This area is being addressed via the statewide task force established in the Memorandum of Understanding. The Lame Deer representatives are Jill Henzie and Connie Sell. MEA/MFT representatives, along with members of each SIG school district collaborated on the evaluation process.			
Describe how the district will take into account data on student growth as a significant factor in improvement for teacher evaluations. To be determined by OPI Labor/Management Committee			
How will multiple observation-based assessments of performance be utilized at the school for evaluation of teachers? Same as above			
How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for teacher evaluations?			

Same as above
<p>Describe the planned evaluation system for the principal.</p> <p>The Delaware principal evaluation model will serve as a premise for creation of the principal evaluation instrument. The ISLLC standards are woven in the document to determine overall competency. These national standards outline the specific competencies as it relates to vision, instruction, financial, facilities management, and increasing student achievement. Following the development of the evaluation instrument, administrators must be trained to acquire the understanding of the indicators, skills, and dispositions to demonstrate these competencies in the school environment. The principal will be evaluated by the district superintendent.</p>
<p>Describe how the district will take into account data on student growth as a significant factor in improvement for the principal evaluation.</p> <p>The district will conduct ongoing monitoring of data acquisition and curriculum implementation as part of the new principal evaluation system. The Superintendent will be responsible for the implementation of the new evaluation process complete with goal setting, periodic collaborative sessions to monitor principal involvement, and summative information.</p>
<p>How will multiple observation-based assessments of performance be utilized at the school for evaluation of the principal?</p> <p>Multiple observation-based assessments of performance will be utilized at the school for evaluation of the principal. These will include acquisition of ongoing data, monitoring of staff development meetings, and specific evidence related to initial goal setting.</p>
<p>How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for the principal evaluation?</p> <p>The increase of high school graduation rates will be one piece of data that will be reviewed as part of the administrator evaluation.</p>
<p>What capacity does the district have to implement a new evaluation system for teachers and the principal?</p> <p>The district currently has the capacity to implement a new evaluation system for teachers and the principal. The Lane Deer superintendent will be responsible for building leadership evaluations, while each building principal will be responsible for teacher evaluations. Assistance will be provided to the district from outside evaluators and from the district Transformational Leader.</p>
<p>What barriers exist to implementing this new evaluation system and how will these be overcome?</p> <p>There is a direct correlation between teacher attendance and student achievement. Staff absenteeism has been an ongoing problem in the district. Data from the 2009-2010 school year indicates a high percentage of missed days by all staff. Hiring qualified substitute teachers is a huge problem with para-professionals often times left to instruct the classroom. This individual has little or no background in instructional strategies, classroom management, or assessment. In many situations, it is considered to be a lost day of learning. In order to alleviate this barrier the district must consider hiring at a minimum of 2.0 FTE to serve as in-district substitute teachers. This will assist in acquiring greater continuity and consistency. The CBA allows staff 17 number of discretionary days per month. In order to curb teacher absenteeism a team of educators must explore teacher incentive programs, such as the ProComp incentive program in Denver, and identify existing programs around the country that have proven to eliminate this trend. In 2006, President Bush established the Teacher Incentive Fund. This funding source along with information on how a fund such as this could be used would be helpful to the study team. Teacher attendance is not the only issue needing exploration, rather teacher influence on student growth, improved student attendance, etc. are equally as important.</p> <p>In year two of the grant, a teacher incentive program will be piloted for implementation. This will be monitored closely for possible program revisions for the ensuing third year of the grant. It will be</p>

imperative for the study team to review possible funding sources for the incentive program after year three of the SIG grant.

Staff development must be included for the newly acquired teacher evaluation instrument. Building administrators must be able to demonstrate skills and competencies related to teacher evaluation following the first year of implementation. In year 2 and year 3 of the grant, building administrators must receive ongoing support and training in this area.

The Lame Deer Board of Trustees has limited to no knowledge about the new teacher evaluation instrument and process. In order for district administrators to be supported in their efforts in evaluating staff, it is imperative that the Board received ongoing training in this area. Topics should include the legal ramifications of teacher evaluation, process, and the roles and responsibilities of the school board.

Action Steps/Person responsible for each step/Date each step will be done:

Acquire updated data on teacher attendance as well as create an ongoing system for data acquisition and review; Building Administrators; September, 2010—ongoing

Acquire current, research based information about incentive systems for staff rewards; Lame Deer Labor-Management Team; Fall, 2010 (Research of various programs) Year 2 and 3 implementation

Plan ongoing training for the administrative team in teacher evaluation; Transformational Leader with information and support from the OPI statewide Labor/Management Team; Fall, 2010—ongoing

Plan training for the Lame Deer School on teacher evaluation processes and procedures; OPI School Board Coach; Fall, 2010—ongoing

Resources:

Newly created teacher evaluation process

Resources pertaining to teacher incentive programs

Materials for administrator and board training

Milestones/Assessment/Evidence:

By January, 2011 administrator and Board training must be conducted; evaluation of each training session; written evaluations from the training along with training agendas

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(C) Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates and remove those who, after ample opportunities to improve, have not done so.</p> <p>The OPI has state-level academic achievement awards identified for this component.</p>	<p>Connie Sell Jack Kobizar Kathleen Nicosia Danae Bills Bryan Kott Jill Henzie Frank No Runner Craig Brandow</p>	Fall 2010	Spring, 2013
<p>Describe the process the district will use to identify and reward school leaders, teachers, and other staff (as applicable) who have increased student achievement and/or high school graduation rates.</p> <p>The OPI Statewide Labor Management team will assist the district labor/management team in exploring and researching various incentive programs for school leaders, teachers, and other staff. The local team will identify successful incentive programs around the U.S. The local labor management team will</p>			

<p>collaborate on an ongoing basis with all staff within the district to garner input and suggestions for how a program could be implemented in the Lane Deer District. The labor management team will meet regularly with updates to the SIG team, the Administrator Leadership Team (ALT) and to the Building Leadership Teams (BLT's).</p>
<p>Describe how staff will be removed who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p> <p>The Lane Deer School Board is ultimately responsible for the removal of unsuccessful staff. The administrative team must follow the collective bargaining agreement as well as state statute to ensure due process is followed. The administrative team must provide all the necessary documentation on providing staff with ample opportunities to improve performance. Additionally, the administrative staff must have all necessary documentation prepared for the Board of Trustees when recommending nonrenewal or removal from the district.</p>
<p>What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff?</p> <p>The district's capacity to implement a new reward system and removal system for teachers, school leaders, and other staff is at the beginning stages. A new evaluation system has been created yet training and support for the leadership of the buildings has been limited. Additional training and support for building leaders must be acquired. Allowing all staff time to understand and implement the new system is imperative with a goal of full implementation in the second year.</p>
<p>What barriers exist to implementing this new reward and removal system and how will these be overcome?</p> <p>As mentioned in section B above in the barriers section, it is imperative that members of the labor-management committee research effective teacher incentive programs currently in operation across the country. It might be important for all 4 district Schools of Promise SIG team representatives to be involved in this work.</p> <p>The Lane Deer School Board is unfamiliar with the overall purpose of reward systems. Additionally, updated information regarding tenure and evaluation statute has not been presented to the Board. Training is a must for the school board and will provide the knowledge and skills trustees need in understanding this process and how to support administrative recommendations.</p> <p>The district has not implemented any type of support staff evaluation system. It is imperative that all support staff, K-12, be required to participate in a defined evaluation system. Creation of this process must be done during year one of the grant with implementation in year two and three.</p>
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>Research incentive systems; Lane Deer Labor Management team; Year one with implementation in year 2 and 3</p> <p>Ongoing training for administrative team on how to implement the new evaluation tool; Outside evaluator; January, 2011</p> <p>Training for trustees; School Board Coach; Fall, 2010--ongoing</p>
<p>Resources:</p> <p>Summary document of researched-based incentive programs for staff</p> <p>Evaluation training materials</p> <p>Board training materials/resources</p>
<p>Milestones/Assessment/Evidence:</p> <p>Completion of review of incentive programs; Degree of thoroughness of review; Actual summary document</p> <p>Scheduled administrative trainings; participation in trainings; agendas and training materials</p>

Scheduled Board trainings; participation in trainings; agendas and training materials

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies.</p> <p>This is a required part of this federal grant and all related expenses are figured into the main overall OPI Budget for SIG.</p>	Jill Henzie OPI Instructional Leader, Deb Glass Transformational leader, Jo Swain Building Administrators	July, 2010	Ongoing through June, 2013
<p>Describe any strategies to be implemented to provide staff professional development that is ongoing and job-embedded (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction). (Add rows as needed to use a separate row for each specific activity or strategy.)</p> <p>The weekly school day schedule allocates an early out time for students (2:00 p.m. to 4:00 p.m.) allowing certified staff time to collaborate on instructional strategies, analyze data, discuss student placements, and plan. The professional learning community process will be implemented in this time.</p> <p>Before school time (7:30 a.m. to 8:00 a.m.) is allocated for differentiation of instruction for students in grades 7-12. This optional time is targeted initially for those students not requiring transportation. Expansion of this service will be done throughout the year.</p> <p>Students requiring credit recovery are afforded time from 4:00 p.m. to 6:00 p.m. Additional individual and small group tutoring time will be conducted after school.</p> <p>The staff development for all certified staff is listed below with the JR/HS training listed in more detail.</p> <p>Elementary</p> <p>Staff development will be conducted from prior to the start of school in August, 2010 (8-4:00); Other possibilities will be to conduct training during faculty meetings, early release days, two additional PIR days, and after school.</p> <p>K-6 Special education staff will be trained in Every Day Math (Nancy Low, Consultant from Sopris West); 3rd-6th and 7th and 8th Corrective Reading (Frances Bessellieu); K-6 staff along with Special education staff with either Language for Learning or Rewards (Frances Bessellieu); K-6 Special education staff, Open Court (Joy Mikleson); MAP training (joint training with other districts, August 3rd through ACE Consortium)</p> <p>August 20, 23rd, and 24th –OPI training (see below)</p> <p>JR-HS</p> <p>Effective Instructional Techniques, Vocabulary, Data Analysis, and SMART Goals (Frances Bessellieu)</p> <p>Montana Behavior Initiative (MBI) Training—OPI Facilitator</p> <p>3 days of training for Algebraic Thinking, Carnegie Learning, Bridges, and McDougal/Little programs with OPI consultants in reading and math, as well as textbook consultants (July 21-23, July 28-30 and August 2-4)</p> <p>Measures of Academic Progress (MAP) training (Danae Bills and Frank No Runner)</p> <p>Differentiated instruction—RTI training will be infused into all trainings; Hardin teachers</p> <p>Credit Recovery—Program yet to be determined (Nova Net or Odyssey)</p>			

Teacher Evaluation training—Steve York, OPI

Staff development Calendar (JR/HS combined with OPI training for all staff)

New Staff Orientation, August 10th (Aundre Bell); Infinite Campus training 7-12th

Wednesday, August 11th 7-12th Reading work session focused on Core, Bridges and Corrective Reading (Consultant from Houghton Mifflin and McDougal/Little and district individuals)

Thursday, August 12th, 7th-12th grade Corrective Reading (Frances Bessellieu)

Monday, August 16th and Tuesday, August 17th 7-12 Effective Instructional Techniques, Vocabulary, Data Analysis, and SMART goals (Frances Bessellieu)

Wednesday, August 18th MAP Training Frank No Runner, Aundre Bell, Danae Bills

Thursday, August 19th All District meeting; Hardin Staff on Differentiating Instruction

Friday, August 20th OPI Training –Presentation on SIG: theory, regulations, timeline, staffing structure, discussion; Building a Professional Learning Community (Karma Nelson)

Monday, August 23rd OPI Training—New Teacher Evaluation Process (Steve York) Take One

Professional Development (Marco Ferro); Instructional Best Practices (Howard, Goyins ,Munson) Building an Inclusive School Community—NCBI (Amie Thurber & Gyda Swaney)

Tuesday, August 24th Montana Behavior Initiative (Amy Foster Wolferman); OPI Logistics Question and Answer Session; Institute for Educational Research and Service (Marilyn Zimmerman)

How will the professional development be designed with input from school staff?

Each Building Leadership team along with the District Leadership team have developed action plans based on recent and ongoing data collection (trend analysis from 2006-current) in reading and math. The 2010-2011 fall PIR day calendar has been built on these action plans. Additionally, the newly created weekly schedule includes an early time for students allowing staff two hours each week for continued professional development on school and district initiatives.

The Montana Office of Public Instruction has delineated 3 staff development days in August, 2010 prior to the opening of school. These staff development days are designed to support needs reflected in the achievement data. Topics included in this training are literacy, math, and MBI interventions. (See staff development calendar information above)

What capacity does the district have to provide professional development that is closely aligned with the instructional program, and will be geared to the specific needs within this school?

The capacity currently in place to provide this staff development is through the school improvement process created by the Administrative Leadership team, the District Leadership team, and the individual Building Leadership teams. Additionally, funding support is provided through Title One, LEP, SIG funding, and general funds. Staff development topics have been identified based on student achievement data with scheduled training dates beginning in July and continuing through August until the first day of school, August 26, 2010. In the newly created weekly schedule staff have been afforded a two-hour block of time for continued conversation and collaboration on various staff development topics as well as data conversations.

What barriers exist to implementing these professional development strategies and how will these be overcome?

One significant barrier is the lack of child care this early in the school year for all district staff. In previous years the day care opened in the middle of August. A request will be made to open the child care facility August 1, 2010 to accommodate all staff needing to attend the staff development sessions.

Staff buy in must be garnered through continuous communication and team building experiences. The administrator leadership team (ALT), district leadership team (DLT), and the building leadership team (BLT) must be diligent in keeping all communication open and transparent. Consistent monitoring of action plans and SIG team recommendations and goals must be adhered to by all stakeholders, including the Board of Trustees, administrators, teachers, and support staff. In order to better facilitate communication for all stakeholders a district website must be set up for easy access to information. The use of DuFour, DuFour & Eaker Professional Learning Communities will provide guidance to leadership teams. Use of materials from the Center for Innovation and Learning will also be valuable in acquiring greater accountability and follow through. It will be necessary to provide leadership teams with the Professional Learning Communities resources, such as books and videos for training purposes.

Building leaders must have the necessary skills to implement and monitor ongoing, job embedded professional

development. The Transformational Leader must serve as a resource in providing the necessary information in this area. Attendance at state and national educational workshops is also imperative. The component must be included as part of the administrator evaluation. Administrator accountability is critical to the success of effectively implementing this process. Year 2 and year 3 of the SIG grant will require ongoing professional development for all staff, through book studies, attendance at local and state trainings, and evidence of staff development topics being implemented in the classroom through teacher evaluation.

Informing other stakeholder groups as well as the school board about the importance of supporting administrators and certified staff in the implementation of new programs and initiatives. This will require periodic checks from district leadership as well as the Transformational Leader to ascertain overall knowledge and understanding of the new initiatives.

The 7-12 Building Leadership team will meet to discern how each early out day will be organized, who is responsible for creating the agenda, etc. The early outs will be used for data collection and analysis, instructional strategy collaboration, planning, and ongoing assessment planning. This team will be responsible for disseminating this information to all other certified staff. The building administrator(s) will be responsible for monitoring the use of early outs. Staff must have the necessary resources and tools to effectively use the staff development time.

Action Steps/Person responsible for each step/Date each step will be done:

The SIG team has met numerous times (June, July 13, 26th, 27th) to organize, plan, and ultimately implement staff development prior to the onset of school. The contact person for the SIG team is Jill Henzie, Director of Curriculum and Instruction for Lame School Public Schools. The reading/language arts contact person is Ms. Danae Bills with Ms. Deeanna Williams the math contact person.

The SIG leadership team will continue to monitor early out staff development. Information and resources will be acquired in year one of the grant to prepare, train, and support the Building Leadership Team in this work; Jill Henzie, Danae Bills, and Deeanna Williams will be instrumental in serving as a liaison to the BLT; Ongoing for three years.

Materials must be purchased in year one; Jill Henzie (based on input from SIG team); Year One

Training and staff development on Professional Learning Communities resources; Transformational Leader and Instructional Leader; Year One, Two and Three

Monitoring of Professional Learning Communities; Administrative Leadership Team (ALT) and all building administrators; Year One, Two, and Three

Resources:

Resources such as training materials, etc. will be provided by the presenters listed above. The district will provide the other necessary accommodations, such as lunch, snacks, and training facilities.

Professional resources to be purchased and housed in a professional library within each school library

Milestones/Assessment/Evidence:

Staff will be provided an opportunity to evaluate the training providing feedback on continued needs as it relates to each training topic; training attendance rosters will be maintained for each training to assist in ascertaining individual staff attendance; attendance sign in sheets

SIG District Web site off the district's homepage; completion of the website with regular updates

Purchase of training materials with creation of a professional library; number of items purchased; actual creation of the professional library for each K-12 school

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.</p> <p>This will need to be further developed through collaboration with OPI MEA-MFT and the local Labor/Management Team and looked into for year two (2).</p>			
Describe the ways in which staff will receive financial incentives for achievement gains at this school. Labor/Management Committee?			
Describe the ways in which staff will be provided opportunities for promotion and career growth.			
Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented.			
How will the district actively seek to retain staff with the skills needed to make achievement gains at this school?			
What capacity does the district have to implement new strategies for recruitment and retention of staff with the skills necessary to meet needs of the students in a transformation model?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

(1) Developing and increasing teacher and school leader effectiveness.

(ii) Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. (optional)			
Describe any additional compensation that will be provided to attract and retain staff.			
What capacity does the district have to implement new compensation?			
What barriers exist to implementing new compensation and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			

Resources:
Milestones/Assessment/Evidence:

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Instituting a system for measuring changes in instructional practices resulting from professional development. (optional)			
Describe the system for measuring changes in instructional practices resulting from professional development.			
What capacity does the district have to implement the new system for measuring changes in practice?			
What barriers exist to implementing a new system for measuring changes in practice and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. (optional)			
Describe the process for ensuring that a school will not be required to accept a teacher without the mutual consent of the teacher and principal.			
What capacity does the district have to ensuring mutual consent?			
What barriers exist to implementing mutual consent and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

(2) Comprehensive Instructional Reform Strategies**(i) Required Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.</p> <p>Budget narrative further identifies funding for staff development related to instructional practices. This is a required part of this federal grant and all related expenses are figured into the main overall OPI Budget for SIG.</p>	<p>Danae Bills Deeanna Williams Deb Glass Jill Henzie</p>	<p>August, 2010</p>	<p>June, 2011 ongoing with annual review</p>
<p>Describe how the district will use data to identify an instructional program that is research-based.</p> <p>Lame Deer student achievement data has been reviewed as part of the school improvement process in the 2009-2010 school year. The data is monitored by the administrator leadership team (ALT) with support from the 1.0 FTE aligned to data gathering and distribution. Data trends were analyzed and discussed in order to identify major areas of strength and areas of concern. As a result of the review of all district data, achievement and otherwise, the district has agreed to implement research based instructional programs recommended by the Office of Public Instruction, including Algebraic Thinking, Carnegie Learning Blended Curriculum, and Corrective Reading, Bridges to Literature, and McDougal Littell Literature. Certified math and reading staff participated in the Survey of Enacted Curriculum (SEC).</p>			
<p>Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next.</p> <p>The ACE Consortium assists the Lame Deer school district with alignment of curriculum to the Montana State standards as well as common assessments. Curriculum specialists from the Montana Office of Public Instruction have aligned the newly acquired instructional programs in reading and math to the Montana State reading and math standards. Access to the core content reading and math standards is available on the Montana Office of Public Instruction website.</p>			
<p>Describe how the district will ensure that the instructional program is aligned with the Montana essential learning expectations.</p> <p>See Above. The state curriculum specialists have aligned the research based instructional programs to the Montana essential learnings. Additionally, OPI has provided all staff with pacing guides to support the implementation of the program.</p>			
<p>What capacity does the district have to identify and implement an aligned research-based instructional program?</p> <p>All district leadership positions have been hired and are in place. These positions include the Director of Curriculum, High School Principal, High School Assistant Principal, Elementary Principal, Assistant Elementary Principal, Special Education Director, and Superintendent. These administrative positions, along with building leadership team members, will be responsible for the successful implementation of the research-based instructional program. Additionally, the district is part of the ACE consortium, has a full-time FTE devoted to curriculum and instruction, as well as the curriculum and instruction support from the OPI instructional coach. The district has assigned a 1.0 FTE to support the high school staff with data collection, analysis, and student placement (formative and summative) for remediation and enrichment.</p> <p>The district has spent considerable time over the 2009-2010 to organize school improvement teams, become more confident in the school improvement process overall, as well as conducted a complete data review.</p> <p>The Administrative Leadership Team (ALT) is responsible for the implementation of the research-based instruction through ongoing monitoring of all district assessments.</p>			

What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome?

Implementation of the new instructional program with fidelity is not solid at this time. The administrative staff will need additional support in their role as instructional leaders. In order to accomplish fidelity, certified reading and math staff will need this ongoing support to effectively implement the new programs and the instructional strategies. The OPI Instructional Coach will be integral to the success in reaching this target.

Placing students based on placement assessment; flexibly grouping with ongoing monitoring on areas of need; and getting staff to embrace instructional strategies and formative assessment will require consistent placement procedures, staff knowledge of how to group students based on assessment data, and staff confidence and knowledge in assessment information driving instruction. The administrative team will require additional training and support in data analysis and placement procedures. The Transformational Leader will be instrumental in supporting the administrative team.

The staff development time that has been created each week (2 hours) will assist all staff in collaboration on these topics. Monitoring by the district curriculum and instruction director, the OPI instructional coach, and the data facilitators (1.0 FTE) will provide tremendous support for reading/language arts and math staff. Through classroom observations, staff development prior to the start of the school year and coaching support the staff will garner tremendous support. This will also assist staff in acquiring fidelity.

Another barrier is making sure the necessary technology is available for implementation of the new instructional programs. The middle and high school students will receive nearly new computers from the elementary district to support these new initiatives; however it is necessary to provide additional access for students and staff in a lab setting. It is imperative that this barrier is overcome with the purchase of the necessary technology. The district has a full-time IT position devoted to this infrastructure. Additional support may need to be assigned to support the IT staff in data collection and website updates. The middle and high school students have not had sufficient access to computers in a lab setting or a sufficient number of up to date computers in the library. Purchasing these computers will assure effective implementation of these programs.

In order for staff to have the necessary resources available to them a professional library needs to be created. Currently staff has limited if any access to resources and materials to assist their overall professional growth. Additionally, the library environment is currently unavailable for staff to acquire additional staff resources, such as software, other media, and student resources to enhance student learning and engagement. The libraries at both schools, elementary and high school need to be assessed and reviewed as far as logistical location of materials and resources and access to these materials by all staff. It is imperative that both libraries meet all state and national standards for materials acquisition and a positive learning environment for all students. Both Lane Deer library media specialists must be involved in this review and planning. This is a top priority in year one of the grant, with increased environmental improvements and materials acquisition in years two and three of the grant.

There are a limited number of qualified substitute teachers within the immediate area of the school district. Consideration should be given to hire at least two certified teachers who would be trained in all the new initiatives within the district to serve in the absence of a classroom teacher. Priority for these substitute teachers would be given to staff in grades 7-12, however if not working at that level these teachers could substitute in grades K-6. When not serving in a substitute teacher, this FTE could be used to support instruction in the library, computer lab, during the before and after school tutoring sessions, or with credit recovery. Additionally, there may be an occasion where an 8th period teacher would need additional team teaching support to conduct various activities or projects.

Action Steps/Person responsible for each step/Date each step will be done:

Lane Deer School Improvement teams collected and analyzed data sources; School Improvement Teams: 2006 to present, ongoing.

Acquisition of new math and language arts programs; Jean Howard and Kristine Goyins OPI Curriculum Specialists; June, 2010

Lame Deer math and language arts staff and special education staff training; Textbook Consultants; July 22-23rd; July 28-30th and August 2-4th.

Throughout the year, all staff will meet weekly (2 hrs.) to discuss instructional strategies, data, etc.; OPI instructional coach, Data Facilitator, outside consultants; Ongoing throughout the school year every Wednesday afternoon.

Acquire necessary technology to implement new instructional programs; Karl; Ongoing

Conduct a needs assessment in both libraries; Lame Deer media specialists and OPI Instructional Coach; by October 1, 2010.

Hire 2 FTE to serve as substitute teachers; District process; Fall, 2010—ongoing

Resources:

Measures of Academic Progress (MAP) web link

Infinite Campus

Technology available for all staff to access student achievement data

MARS data link on the Montana Office of Public Instruction website

Materials necessary to implement the new instructional programs (texts, computers, etc.)

Staff implementing the new programs

Administrative staff monitoring program implementation

Alliance of Curriculum Enhancement curriculum materials

Montana State math and Reading Essential learnings for grades 7-12

District leadership teams (ALT, DLT, and BLT) will monitor program implementation, data collection, and student placement.

Library media assessment

Substitute teacher FTE

Milestones/Assessment/Evidence:

Acquisition of new program materials; Jean Howard and Kristine Goyins (OPI Curriculum Specialists); Prior to the start of school on August 26, 2010

Completion of staff training in the new programs through OPI and in-district staff development; Outside Consultants, OPI consultants; Prior to the start of school on August 26, 2010

Ongoing monitoring of weekly staff development sessions; Administrative input and monitoring; Ongoing throughout the school year

Completion of technology purchases; Karl and Jill; December, 2010

Completion of library assessment (K-12); Library Media Specialists & OPI instructional coach; January, 2011

Hiring of 2 FTE devoted to substitute teaching; advertising for qualified certified staff; hiring of 2 FTE

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>The OPI will provide ongoing resources and professional development for the 3-year implementation plan of the RTI model. Year 1 activities include implementation of core curriculum of reading, math and intervention programs. Additional activities will include differentiated instruction, progress monitoring, and formative assessment of instruction.</p>	<p>Danae Bills Bonnie Granbois Frank No Runner Aundre Bell Deb Glass</p>	<p>August, 2010</p>	<p>Ongoing with periodic annual reviews</p>
<p>Describe how the district will promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>District level support is provided through computer access (Infinite Campus) for data collection and dissemination, both formal and informal. The 7-12 reading and math action plans created for the ensuing school year by the district school improvement team (DLT) were based on data trends as well as updated formative and summative data collection. The Building Leadership Team will be meeting regularly (at least once per month) to discuss formative, interim, and summative assessments. The SIG team has outlined through a new school day schedule weekly staff development time to assist in providing staff with time for collaboration and discussion about updated data. One aspect of this collaboration time will be to discuss successes, questions, and concerns on the importance of formative data driven instruction and how to differentiate the instruction accordingly. One full time FTE has been devoted to monitor data collection, assist staff in remediation and enrichment support, and assistance at building leadership team meetings to conduct data conversations. This assigned FTE will work closely with the instructional coach.</p> <p>The Lame Deer district representative for the Reading and Math 7-12 initiative is Jill Henzie. She will work collaboratively with Danae Bills (Reading/Language Arts) and Mike Comes At Night (Math) to assist with program implementation</p> <p>One key responsibility of the Administrative Leadership Team is to monitor data on a monthly basis. Building administrators will provide the Administrator Leadership team (ALT) with periodic updates through computer access as well. This will be an agenda item at each monthly meeting of the ALT.</p> <p>Additionally, MAP training will be conducted for staff on August 3rd through the ACE Consortium. Four members of the certified and administrative staff attended an updated MAP training conducted by NWEA in Portland, Oregon. These individuals will be involved in provided updated information on the use of reading and math MAP data.</p>			
<p>What capacity does the district have to continuously use student data (formative, interim and summative assessments) to inform and differentiate instruction?</p> <p>The Lame Deer staff collects both reading and math data from the following assessments:</p> <p>Scholastic Reading Inventory data is collected quarterly.</p> <p>MAP assessments are completed 3 times of the year for those in interventions (beginning, middle and end of the school year); Beginning and the end of the year for those not involved in interventions.</p> <p>LEP data is collected once per year.</p> <p>MontCAS data is collected once per year.</p> <p>Formative assessment, both formal and informal, will be emphasized and implemented.</p> <p>All new reading and math data tools, such as placement assessments, will be acquired and implemented</p>			

through curricular program changes (OPI training—Algebraic Thinking, Carnegie Learning, etc.).

A 1.0 FTE has been designated to assist in data collection and distribution. This individual will provide data information to the ALT, DLT and the BLT for analysis. The goal will be to maintain this 1.0 FTE position (note information above) for the ensuing school year in order to provide the necessary data, information and guidance to inform and differentiate instruction. The FTE for this position may need to be increased to provide staff with the necessary support for assessment, student placement based on assessment, and grouping practices aligned to assessment outcomes.

What barriers exist to using student data to inform and differentiate instruction?

Staff background knowledge in formative and summative assessment and how to use it to inform instruction is limited. Maintaining standardization in test protocol is a top priority. Technology upgrades to provide data access to all 7-12 staff. The ability of only 1.0 FTE being able to provide one-to-one support to have data conversations with individual staff members, data collection, etc.

Garnering staff support for the data facilitator who will be providing all staff with assessment information needed to place students in the enrichment and remediation period of the day. Staff will require ongoing support and information to acquire the knowledge necessary to assist them in the instructional focus needed during this designated timeframe. Staff commitment to training topics such as differentiating instruction, data analysis, and formative and summative assessment tools.

The fall Measures of Academic Progress (MAP) training that was scheduled for all 7-12 staff was not held. It is imperative that staff still receive this information to assist them with formative and summative assessment as well as with differentiation of instruction.

The Montana Office of Public Instruction will assemble an assessment team to conduct the *Plan and Explore Reading Comprehension/Language/Math* assessments to acquire a baseline measure.

Action Steps/Person responsible for each step/Date each step will be done:

Four district staff attending Measures of Academic Progress (MAP) training in Portland; NWEA, Portland, Oregon; July, 2010

Provide Measures of Academic Progress training early in the 2010 school year for all 7-12 staff; Danae Bills, Aundre Bell and Frank No Runner; As soon as possible

ALT, DLT and BLT school improvement teams will monitor ongoing data collection at monthly team meetings and monthly department meetings

Student Baseline Assessment; OPI assessment team: August 23-24, 2010 (12:30 to 4:00 p.m.)

Periodic staff development during the Wednesday early out

Resources:

Alliance of Curriculum Enhancement (ACE) consortium materials

Measures of Academic Progress (MAP) training materials

Curriculum materials provided with Algebraic Thinking, Carnegie Learning, Bridges, etc.

Assessment materials provided with above programs

State assessments (MontCas)

Local assessments, i.e. formative and summative

Early out staff development time

Building Leadership Teams

Milestones/Assessment/Evidence:

NWEA Training; Attendance of four district staff; training materials

Follow-up, ongoing training will be provided relating to Bloom's Taxonomy, i.e. to provide additional background knowledge in classroom application.

(2) Comprehensive Instructional Reform Strategies**(ii). Permissible Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. (optional) The OPI will provide ongoing resources and professional development for the 3-year implementation plan of the RTI model. Year 1 activities including implementation of core curriculum of reading, math and intervention programs. Additional activities will include differentiated instruction, progress monitoring, and formative assessment of instruction.	Deb Glass Jo Swain Danae Bills Bonnie Granbois	Sept., 2010	Ongoing
Describe how the district will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. During year one of the grant, the OPI Instructional Leader will assist the data facilitators with gathering information about curriculum implementation. Administrative staff will assist in monitoring the implementation through periodic teacher evaluations. Records will be kept at least quarterly on the placement of students in the enrichment/remediation period. Growth trends will be charted for each student to monitor impact on student achievement.			
Describe how the district will determine that the curriculum is having the intended impact on student achievement. Through pre and post tests, the staff will be able to determine the overall impact on student achievement. The data facilitators will monitor the test data to assist staff with flexible grouping and placement. The OPI instructional coach will assist in monitoring this process.			
Describe how the district will ensure that the curriculum is modified if found to be ineffective. The Administrative Leadership team will be responsible for monitoring the curriculum and making decisions about effectiveness. This team meets at least one or two times per month to review data and curriculum and instruction. The OPI Instructional Leader and Transformational Leader will assist in supporting and monitoring this process.			
What capacity does the district have to ensure that the curriculum is being implemented with fidelity, is having the intended impact, and is modified if ineffective? The district has the administrative capacity at this time, however is in need of strengthening the para-professional capacity in the district. In order to build additional capacity, ongoing training must be provided to the administrative team in how to effectively monitor instructional practices and curriculum implementation. The Board of Trustees has not been provided up to date information about the newly acquired reading and math curriculum. This is considered a priority in the early stages of the implementation of the newly acquired curricula.			
What barriers exist to ensuring that the curriculum is implemented with fidelity and is effective and how will these be overcome? The staff must receive additional support from textbook consultants, as well as OPI curriculum staff, to increase the confidence level in using all the acquired materials for the new curriculum. Additionally, staff must be trained to effectively implement differentiation of instruction. Staff attendance is an issue (based on 2009-10 data collection) resulting in increased gaps in implementing the curriculum with fidelity. Consideration of staff incentives and rewards for improving staff attendance will be explored in year one of the grant with implementation of an incentives and rewards system in place			

for year 2 and 3.

Acquiring knowledgeable para-professionals who can assist with implementation. Hiring practices, evaluation tools, and ongoing monitoring of performance by mentor teachers and principals must be in place to assist with curriculum implementation

Action Steps/Person responsible for each step/Date each step will be done:

Year One: Provide additional training for the administrative and certified staff on the purpose and process of formative assessment; OPI instructional leader or other consultant; prior to December 1, 2010

Require early release time be spent on collaborative discussions with grade level and subject area staff to create common, formative assessments, interpret the results, and implementing targeted instruction; OPI instructional coach; ongoing

Explore staff incentive programs to improve staff attendance; SIG team; Ongoing, year 1

Create a support staff evaluation instrument; training for certified and support staff as well as administrators; SIG team; Ongoing, year 1

Plan and implement Board training on the new curriculum, assessment practices and the importance of implementing the programs with fidelity.

Year Two: Administrative monitoring of formative assessment guiding instruction.

Implement new support staff evaluation; Administrator training; fall training with implementation in the fall, 2011

Year Three:

Ongoing para-professional training, Board training, and administrative training.

Resources:

Outside consultant for staff development for support, certified and administrative staff

Evaluation instrument tools

In-district trainers

OPI Instructional Leader

OPI Transformational Leader

Milestones/Assessment/Evidence:

Calendared training; number of participants attending; agendas and sign in sheets

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(B) Implementing a schoolwide response to instruction/intervention (RTI) model. (optional)</p> <p>The OPI will provide ongoing resources and professional development for the 3-year implementation plan of the RTI model. Year 1 activities including implementation of core curriculum of reading, math and intervention programs. Additional activities will include differentiated instruction, progress monitoring, and formative assessment of instruction.</p>			
<p>Describe how the district will implement an RTI model at the school. Include a description of all tiers of instruction/intervention, the core curriculum for Tier I, the interventions and progress monitoring tools for Tier II, and the process for selecting interventions for Tier III. Include a description of the</p>			

<p>current status of RTI as well as enhancements/extensions to the model through this application.</p> <p>The current status of RTI is minimal at best. One member of the high school staff serves on the state RTI committee and has provided information to the staff regarding this initiative, however implementation has been slow to virtually non-existent in the Tier structure.</p>
<p>What capacity does the district have to fully implement a schoolwide RTI model?</p> <p>The district does have the capacity to implement a school wide RTI model and will include additional staff development in Year Two of the grant proposal. This will allow staff time to assimilate the new curriculum, become familiar with the various formative and summative assessment tools, and to validate the newly created school day schedule.</p>
<p>What barriers exist to fully implementing RTI and how will these be overcome?</p> <p>The major barrier at this time is lack of staff knowledge regarding the initiative. Additionally, implementing a differentiated instructional model based on formative assessment will take time and additional training.</p>
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>Provide awareness to all staff about RTI; Danae Bills; Spring, 2011 Provide staff development for all staff; outside RTI consultants; Fall, 2011—ongoing Implementation of the RTI initiative; Lane Deer High School staff; Fall, 2012</p>
<p>Resources:</p> <p>RTI Framework—OPI Resource Wayne Calendar training materials US Department of Education Resource</p>
<p>Milestones/Assessment/Evidence:</p> <p>Awareness Session Staff Development Implementation in the Fall, 2013</p>

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content. (optional)</p> <p>The SIG staff will work with other OPI units as needed.</p>			
<p>As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment.</p> <p>The district is unable to provide additional supports to teachers and principals at this time</p>			
<p>As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to ensure that limited English proficient students acquire language skills to master academic content.</p> <p>Same as above</p>			
<p>What capacity does the district have to provide additional supports for students with disabilities and/or limited English proficient students?</p> <p>The district has minimal capacity to support and provide supports for students with disabilities and/or limited English proficient students.</p>			

What barriers exist to providing additional supports for students with disabilities and/or limited English proficient students and how will these be overcome?

Lack of training and lack of qualified personnel are current barriers. The district struggles with finding qualified para-professionals to assist classroom teachers in this area. Staffing patterns for special education staff are inconsistent and provide little time for inclusion in the regular classroom.

Action Steps/Person responsible for each step/Date each step will be done:

Identify staff development needs of teachers as it relates to limited English proficient students and Special Needs students; Sid Richardson; Fall, 2010

Provide ongoing staff development for special education staff; inclusion in district and OPI training; ongoing

Provide ongoing staff development for all staff as it relates to the instructional strategies designed for limited English proficient students; Outside consultant; ongoing

Resources:

LEP resources

Culture Teachers

Milestones/Assessment/Evidence:

Identification of staff development needs of special education staff

Inclusion of sped staff in all district training

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(D) Using and integrating technology-based supports and interventions as part of the instructional process. (optional)</p> <p>OPI will contract with outside consultants associated with the statewide SLATE grant to provide ongoing training and technical assistance for staff technology needs. OPI will assist the district in identifying alternate resources within the current district budget if needed for VisionNet and additional hardware/software needs.</p>			
<p>Describe how the district will integrate technology-based supports and interventions as part of the instructional process.</p> <p>The SIG team will review the district's current technology plan. This will determine hardware, software, and training needs of staff. This tool will guide the implementation of the integration of technology-based supports.</p>			
<p>What capacity does the district have to integrate technology-based supports and interventions?</p> <p>The district has limited capacity to date with technology-based supports and interventions. The IT department primarily consists of one individual. Library media specialists need updated training on assisting staff with integrating of technology in all subject areas. The middle school/high school does not currently have a full computer lab to use for instruction. The goal is to have this in place as part of the new construction being completed at the high school</p>			
<p>What barriers exist to integrate technology-based supports and interventions and how will these be overcome?</p> <p>Adequate staff development using technology as a tool to enhance the curriculum is not present. Providing staff with ongoing training will provide staff with the adequate tools for implementation. The early out staff development will serve as a conduit for staff development.</p>			

The district has limited resources to assist in job-embedded staff development. Exploration of hiring trained staff must be reviewed.

Providing adequate hardware and software is imperative. Reliable computers and other assistive technology, i.e. Elmos, Smart Boards, etc. are not in place in the district. Purchasing decision must be made based on the current technology plan. Providing adequate technology for all staff is needed, especially for math and reading teachers. New curricula require the use of reliable technology. Additionally, staff must be trained to effectively use these tools.

Technology aides are not existent in the district to provide support in the computer lab. Hiring qualified para-professional will be difficult. Creating a clearly defined job description will assist in hiring qualified, trained para-professionals to assist with technology integration. Job descriptions for support staff do not exist.

Action Steps/Person responsible for each step/Date each step will be done:

Review of district technology plan; SIG team; Initiated in the fall 2010—ongoing

Purchase necessary equipment; SIG team; January 1, 2011

Training for IT and library media specialists; Outside consultant; Year One--ongoing

Technology training for staff; OPI Instructional Coach and in-district supports; Ongoing year one, two, and three

Create a class computer lab; MS/HS Administrators; By December 1, 2010

Hiring knowledgeable, skilled para-professionals to assist in the ms/hs computer lab; MS/HS administrators; January, 2011

Resources:

District IT staff, Library media specialists, District technology plan. Technology training materials for staff

Purchased equipment i.e. Elmos, Smart Boards, computers, clickers, copy equipment, Computer lab; In-classroom computers

Milestones/Assessment/Evidence:

Review of the district technology plan; SIG review; Prioritized purchasing plan for equipment, software, and staff development

Hiring of support staff for technology integration; MS/HS Principals; Filling the advertised position(s)

Purchase of equipment and software; Acquisition and use by classroom teachers; Application of technology use in the classroom

IT and library media specialist training and support; training; assistance provided by IT and library media specialists for all staff.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(E) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below. (optional)</p> <p>OPI will work with the district and other SIG schools to identify appropriate credit recovery supports and pay for existing staff to provide services beyond their existing hours. OPI will assist the district in identifying alternate resources within the current district budget and alternate strategies to address concerns voiced in the budget narrative.</p>	<p>Peggy Fredricks Danae Bills Bonnie Granbois Deb Glass</p>	<p>October, 2010</p>	<p>May, 2011 ongoing</p>
<p>(1) As applicable, describe how the district will increase rigor by offering opportunities for students</p>			

to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.

The district will increase rigor by offering enrichment courses in the 8th period. Additionally, part of the 8th period will be devoted to advisory topics such as: plan of study, advanced placement options; and dual enrollment at the college. The 1.0 FTE devoted to data acquisition and use will assist staff with flexible grouping and placement and with designing appropriate instruction. Students will be flexibly grouped during 8th period for additional remediation and enrichment; however staff will be responsible for a core group of students for the advisory component.

The OPI is providing on-site staff support for these kinds of activities and will provide research-based supports throughout the grant period to assist the district in their efforts to provide rigor and relevance.

(2) As applicable, describe how the district will improve student transition from middle to high school through summer transition programs or freshman academies.

During year one, exploration of summer school programs, freshman academies, etc. will occur. Implementation of a new summer school program will be implemented in the summer, 2011. The school counselors and school psychologist must be an active participant in all student transition conversations and programs.

The OPI is providing on-site staff support for these kinds of activities and will provide research-based supports throughout the grant period to assist the district in their efforts to provide rigor and relevance.

(3) As applicable, describe how the district will increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.

Ongoing data collection of graduation rates and attendance rates will occur. The Administrator Leadership Team (ALT) and the Building Leadership Team (BLT) will monitor, analyze and discuss this data.

The school psychologist and counselor will assist in the data conversations supporting staff with intervention strategies. Additionally, the OPI Student Support Specialist (Donnie Wetzel) will assist certified specialists to develop connections with families and community agencies. The counselors and school psychologist will assist staff in the advisory segment of 8th period by providing additional resources and materials.

The 8th period is designed to implement re-engagement strategies, competency-based instruction, use performance-based assessments and to provide enrichment and remediation. Staff will have support from the data facilitators to internationalizing this instruction. Bell to bell teaching is imperative. Staff will have opportunity to share, collaborate, and problem solve various strategies, resources, and implementation timelines during the early out time.

Outside resources, such as guest presenters (Artists in Residence) are a viable option for staff to incorporate into the 8th period day. The OPI community liaison will assist with acquiring outside resources for the 8th period class.

By evaluating and redefining the summer school program students will be afforded an up to date, engaging opportunity to improve overall reading and math competencies.

The credit recovery program is currently in place within the district; however an updated review of this offering is needed to ascertain the overall success of the current delivery.

The OPI Instructional Leader will assist staff with successful implementation of these strategies.

Mr. Frank No Runner has created a program called Project Graduation. This innovative incentive program will motivate all students 7-12 to stay in school and graduate. See the program information in the binder.

The budget reflects dollars needed for this incentive program under this section of the SIG plan.

(4) As applicable, describe how the district will establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

In addition to the steps outlined in (3), the new schedule includes an advisory time for all 7-12 students. The advisory time will target specific warning signs for students who are not successful in any aspect of the school environment. Staff will be provided the necessary resources and information to assist with this intentionalized advisory time.

What capacity does the district have to implement the above-described strategies?

The district has staff assigned to supervise and provide instruction for the summer school program. Staff have committed to instructing in the summer program.

The district currently offers credit recovery after school.

The district has a school psychologist and a school counselor at the middle school/high school level. OPI has provided additional support through the instructional leader, community liaison, and student support positions.

Staff has limited capacity at this time to provide all the necessary information for the advisory period. Efforts are being made to provide staff with the necessary training and materials associated with this area. Ongoing resources and training will be provided for the duration of the grant.

The OPI Student Support position, Donnie Wetzel, will assist all staff in strengthening this area.

What barriers exist to implement the above-described strategies and how will these be overcome?

The summer school program needs to go through an extensive review. Staff currently assigned to supervise this area must conduct a thorough review of the K-12 summer school program.

Knowledge and skills of counseling staff and the school psychologist must be identified in order to provide additional support for all staff. A needs assessment must be given to ascertain overall skill set of these individuals. Another barrier is the limited access to materials and resources needed by all staff to provide the necessary information and support for at-risk students.

Another barrier is acquiring qualified staff to monitor the credit recovery program and before and after school tutoring time. Every effort will be made to acquire qualified, trained staff to assist with these program offerings.

Action Steps/Person responsible for each step/Date each step will be done:

Ongoing data collection; Lame Deer data facilitators (1.0 FTE); Begin, Fall, 2010—ongoing

Training for counseling and school psychologist; Donnie Wetzel and OPI Instructional Leader; Being, Fall, 2010—ongoing

Acquisition of advisory period materials for all staff; OPI Instructional Leader; Fall, 2010—ongoing

Extensive review of summer school program; Current staff assigned to the program; Assessment 2010 with new implementation in the summer of 2011

Review of the credit recovery program; High School Administrators, OPI Instructional Leader; Fall 2010—ongoing monitoring of any program revisions

Hiring of qualified to provide before and after school tutoring opportunities for 7-12 students; OPI Instructional Leader, Building Administrators; Fall, 2010--ongoing

Resources:

Infinite campus; Measured Progress website; other data gathering tools

Materials for advisory period

Materials for updated summer school offerings

Materials for before and after school tutoring; Credit Recovery

Milestones/Assessment/Evidence:

Summer school assessment

Acquisition of materials for tutoring time, credit recovery, and summer school
 Training for school counseling and school psychologists
 Hiring of qualified staff to assist with tutoring, summer school, and credit recovery

3. Increasing Learning time and creating community-oriented schools

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Establish schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in Appendix A). 8 th Period materials will be funded with a submitted plan.	Frank No Runner Aundre Bell Jill Henzie	July, 2010	Implementation on August 26, 2010—ongoing monitoring with annual review

Describe how the district will establish schedules and strategies that provide increased learning time for instruction in core academic subjects.

The SIG team reviewed numerous scheduling models to discern which school day schedule will increase learning time. Focus was on providing the required time allotment for reading and math program implementation. The SIG team participated in a presentation on increasing learning time in the school day at the OPI training in Great Falls, June, 2010.

Additionally, the Lame Deer School District created two Ad-Hoc committees reviewing teacher schedules along with all other influences of how the school day is organized with ample instructional time for reading and math. The outcomes from the Ad-Hoc committees was collected, reviewed, and discussed providing the SIG team with additional scheduling information on how to proceed with a revised 7-12 school day scheduled that will increase learning time for students. After review of scheduling models, Ad-Hoc committee work, the SIG created a new school day for both the 7th-8th grades and the 9-12th grades. This information was provided for all SIG team members to review and provide feedback for finalizing the 2010-2011 school day schedules. The draft 7th/8th and 9-12 school day schedules are included below:

Proposed High School Day schedule

8:00- 9:44 a.m. **Block I** (MATH) or Option for individual 50 minute classes

(Break 8:50 a.m. for those students in the entire block) 2nd period 8:54 to 9:44

Carnegie Learning	8:00 to 8:50 Every Day lesson
	8:50 to 9:10 Computer
	9:10 to 9:30 Enrichment –Real World situations

9:48-11:32 a.m. **Block II** (READING) or Option for individual 50 minute classes

(Break 10:38-10:42) 4th period 10:42-11:32 a.m.

11:36-12:26 5th period

Lunch 12:30-1:00

1:04-1:54 Period VI

1:58-2:48 Period VII

2:52-3:42 Period VIII Enrichment and Remediation/Advisory (MTTHF)

Shortened School Day—Wednesday—2:00-4:00 p.m. Staff Development—data conversations, etc. School Improvement; Curriculum initiatives

Before School---Individualized tutoring or Credit Recovery 7:30 a.m. to 8:00 a.m.

After School---Credit Recovery Monday through Thursday (4-6); Every Day at the high school....after school tutoring/enrichment (MTTHF)4-6:00 p.m.

7th-8th Grade Schedule

Period I 8:00 to 9:44

Period II 9:48-11:32

Lunch 11:36 to 12:06

Period V 12:10-1:00

Period VI 1:04-1:54

Period VII 1:58-2:48

Period VII 2:52-3:42 Remediation and Enrichment/Advisory Period (MTTHF)

SIG team reached consensus on the 7-12th schedule at the July 26, 2010 SIG meeting, however there were changes made to the 8th period schedule..

Members attending the July 26th SIG meeting: Jill Henzie, Danae Bills, Kathleen Nicosia, Sherry Foote, Sid Richardson, Connie Sell, Frank No Runner, and Aundre Bell

Describe how the district will establish schedules and strategies that provide increased learning time for instruction in other subjects and enrichment activities.

(See Above) Through the schedule review particular attention was given to other subject areas and enrichment/remediation time within the school day. Early release time during was identified for teacher collaboration, planning, and professional development. The enrichment/remediation period will result in additional time for staff to work with students needing specific remediation and/or remediation. Students will be placed in this period based on regular formative and summative assessments, teacher input, and program assessments. The schedule includes before and after school time for additional small group or one

<p>on one tutoring for students in need of remediation. Credit recovery is offered to students from 4:00 p.m.to 6:00 p.m. each day except Friday.</p>
<p>Describe how the district will establish schedules and strategies that provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.</p> <p>The Board approved district staff development calendar will guide the August staff development training, and additional PIR days. The weekly early release will be used to provide time for school improvement team meetings, data conversations, instructional collaboration, planning, and ongoing staff development. This time will be monitored by the building administrators with the support from the district curriculum director, the Transformational Leader, and the OPI instructional coach.</p>
<p>What capacity does the district have to establish schedules and strategies that provide increased learning time?</p> <p>The Lame Deer School District has the current capacity to establish schedules that provide increased learning time. The FTE has been assigned with qualified certified staff in all subject areas. There is limited capacity in providing support from para-professionals. There is need for the creation of a support staff evaluation instrument, ongoing training for para-professionals, and improved hiring practices. Funding support is acquired through SIG, Title One, and General Funds. The SIG team is supportive of the newly created schedules and strategies waiting final approval on August 19, 2010.</p>
<p>What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome?</p> <p>Intentionalizing the remediation/enrichment time for students and staff will present a challenge. Staff will need additional support with placement information (students will be flexibly grouped every 6-8 weeks based on various assessments), support with differentiating the instruction, and keeping students engaged with regular attendance. Support will be given to staff with ongoing staff development. Student incentives will assist in maintaining regular attendance. Acquiring additional resources and support will assist in providing staff with the necessary remediation/enrichment tools.</p> <p>The final period of the day is devoted to the enrichment/remediation intervention as well as some time devoted to student advisory. Staff will need the necessary materials and information to guide their work with the student advisory portion.</p> <p>Finally, a barrier might be the staff support and buy in for the staff development, enrichment, advisory and remediation time allotments that have been carved out of the weekly schedule. In order for this time to be successful, it will require ongoing monitoring from the Administrative Leadership team and all building administrators to intentionalize this time.</p>
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>Creation of a school day schedule which reflects increased learning time; SIG team/Building Administrators; Prior to the start of school on August 25, 2010</p> <p>Acquiring 8th period materials for staff; OPI Instructional Leader/Building Administrators; Fall, 2010-ongoing</p> <p>Acquisition of student advisory period materials; OPI Instructional Leader/Building Administrators, Fall, 2010—ongoing</p> <p>Providing ongoing staff development for support staff; OPI Instructional Leader; Fall, 2010--ongoing</p>
<p>Milestones/Assessment/Evidence:</p> <p>Creation of new school day schedule; completion of schedule; implementation of new schedule, August 25, 2010</p> <p>Acquisition of advisory and 8th period materials; actual purchase; implementation of materials in 8th period advisory time</p> <p>Scheduling staff development training for support staff; participant numbers; agendas</p>

Creation of support staff evaluation process; creation of the document; conducting support staff evaluation			
Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Provide ongoing mechanisms for family and community engagement. The OPI Community Liaison will have some funding for this purpose.	Community Liaison Donnie Wetzel	August, 2010	2013
Describe how the district will provide ongoing mechanisms for family and community engagement. OPI is currently hiring one .75 FTE Community Liaison for each SIG school community. In addition, OPI has hired a Youth Outreach Coordinator who will work with the Community Liaisons to coordinate community-school partnerships and youth engagement activities. Research-based programs for family involvement will be implemented to assure meaningful, sustainable involvement of families in the school. In addition, adult educational activities will be established starting in the fall/winter 2011 to support families' advanced educational opportunities.			
What capacity does the district have to provide ongoing mechanisms for family and community engagement? Most SIG schools have a school/family coordinator who helps to link the family with the school. These staff will work with the Community Liaison to build the district's capacity to engage family and community. Where possible, parent/community rooms will be maintained for family members to visit the school.			
What barriers exist to implementing ongoing mechanisms for family and community engagement and how will these be overcome? Current barriers are a lack of personnel capacity to engage the community in school activities, and a perceived need for more supportive instruction for family members to in turn support their children's school aims. These barriers will be overcome through the availability of additional personnel and program development supports from OPI. Starting in Fall 2010, the OPI will have an AmeriCorps planning grant that will explore ways to incorporate AmeriCorps and VISTA into the SIG program.			
Action Steps/Person responsible for each step/Date each step will be done: Hire Youth Outreach Coordinator – OPI – Completed Hire Community Liaisons – OPI – late August, 2010 Assess current community & school activities – Fall, 2010 Develop program components for family & community engagement – Fall, 2010 Begin to implement program components – Late Fall, 2010 Assess program components – Spring, 2011 Ongoing supports – 2011 - 2012			
Resources: OPI; LEA; research based program interventions			
Milestones/Assessment/Evidence:			

(3) Increasing learning time and creating community-oriented schools**(ii) Permissible Activities**

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies (including tribal councils or Native organization), and others to create safe school environments that meet students' social, emotional, and health needs. (optional)</p> <p>The OPI Community Liaison will have some funding for this purpose.</p>	Community Liaison	September, 2010	Ongoing through 2013
<p>Describe how the district will partner with parents, organizations or agencies to create safe school environments that meet students' social, emotional and health needs.</p> <p>OPI is currently hiring one .75 FTE Community Liaison for each SIG school community. In addition, OPI has hired a Youth Outreach Coordinator who will work with the Community Liaisons to coordinate community-based partnerships with the tribal colleges, Tribal Council, area agencies and state-based agencies. In addition, OPI staff at the state-level will work to encourage local collaborations in the areas of health, mental well-being and safety.</p>			
<p>What capacity does the district have to partner with the organizations or agencies as described above?</p> <p>The LEA's school counselors, school/family coordinators, and interested administration and board trustees will be asked to participate in the development of community partnerships; key LEA staff will be asked to participate in the community partnership initiatives. Such initiatives might include the acquisition of PTA's or PTO's, which are not currently in place at either the high school or elementary school.</p>			
<p>What barriers exist to partnering with organizations and agencies and how will these be overcome?</p> <p>Very rural, remote areas are often challenged to find quality support services; OPI will work with the LEA to support the development of institutional relationships with area organizations, as well as work with state-level organizations to develop new partnerships. Starting in Fall 2010, the OPI will have an AmeriCorps planning grant that will explore ways to incorporate AmeriCorps and VISTA into the SIG program.</p>			
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <ul style="list-style-type: none"> Hire Youth Outreach Coordinator – OPI – Completed Hire Community Liaisons – OPI – late August, 2010 Work with DPHHS and IHS for school opening activities – Current Assess current community partnership opportunities – Fall, 2010 Begin AmeriCorps planning process – Fall 2010 Develop program components for community partnerships – Fall, 2010 Assess program components – Spring, 2011 Ongoing supports – 2011 - 2012 			
<p>Resources:</p> <p>OPI; LEA; state and local organizations; research based program interventions</p>			
<p>Milestones/Assessment/Evidence:</p>			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff. (optional)</p> <p>The OPI will help develop the structures for students supports outlined below. The OPI is providing on-site staff support for these kinds of activities and will provide research-based supports throughout the grant period to assist the district in their efforts to provide rigor and relevance.</p>	<p>Frank No Runner Jill Henzie Deb Glass</p>	<p>Mid September, 2010</p>	<p>New summer school 2011; Ongoing</p>
<p>Describe how the district will extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.</p> <p>The district will restructure the school day including a before school tutoring time, an earlier start time, an 8th period day that is designed for enrichment, remediation, and advisory, as well an after school tutoring period. Credit recovery is currently offered from 4-6:00 p.m. four days a week. The 8th period is designed to not only meet the needs of students who are not successful in the classroom, but for those needing some enrichment as well. Several new courses will be taught, such as journalism, drama, yearbook, etc.. The advisory period is devoted to relationship building, study skills, individualized planning toward post graduation, and self-help skills. The restructured school day includes a weekly 2 hour staff development time for staff.</p> <p>Summer school is currently offered in the district, however needs a complete review.</p>			
<p>What capacity does the district have to extend or restructure the school day?</p> <p>The district can sufficiently staff the classes; however the importance of providing bell to bell teaching along with engaging activities may be an area requiring further staff development. Materials need to be purchased for the advisory period to guide staff on specific goals and objectives. Counseling staff must be knowledgeable about the goals for the advisory period. Qualified staff must be hired to work with students before and after school to make this a valuable use of student's time to assist in greater success. A review of the current delivery of the Credit Recovery program must be completed. Materials for the tutoring sessions must be purchased. There are qualified staff members who are interested in teaching in the summer school program.</p>			
<p>What barriers exist to extending or restructuring the school day and how will these be overcome?</p> <p>Staff development to provide exemplary programming in the 8th period is imperative. The early out time can be used for this purpose. Qualified staff must be hired to assist with the before and after school tutoring either by the full time substitute FTE (2.0) or current staff who could be paid additional for this responsibility. The summer school program must be reviewed in order to provide quality, engaging programs for 7-12 students. In year one, high school representatives must review the summer school program offerings by January 1, 2011 in order to implement in June, 2011. Staff needs to explore an effective student incentive system to encourage students to participate in all additional remediation/enrichment offerings.</p>			
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>Ad-Hoc committee will draft a schedule for review by the SIG team; high school staff; July, 2010</p> <p>Review of proposed schedule; SIG team; August, 2010</p> <p>Implementation of schedule; High School principals, August 25, 2010</p> <p>Review of Credit Recovery program; Identified high school staff, high school principal: Year One</p> <p>Implementation of before and after school tutoring; Identified high school staff; by January 2011</p>			

<p>Implementation of an updated Credit Recovery program.</p> <p>Review of Summer School program; Identified high school staff; by January 2011</p> <p>Implementation of updated summer school program offerings; Qualified high school staff; June 2011</p> <p>Research student incentive systems; Identified high school staff; by January 2011</p> <p>Implement a student incentive program second semester; All high school staff/principals; mid-January, 2011</p>
<p>Resources:</p> <p>Scheduling models, Tutoring materials, Summer school materials, Credit Recovery program (updated)</p> <p>Student incentive program</p>
<p>Milestones/Assessment/Evidence:</p> <p>Completion of credit recovery and summer school review; review of both programs; implementation of updated programs</p> <p>Creation of a student incentive program; achievement data; increased student achievement in reading and math</p> <p>Attendance in before and after school tutoring sessions, credit recovery and summer school programs; enrollment figures; increased student achievement in reading and math</p>

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. (optional)</p> <p>OPI will assist the district in providing support through MBI and coordinate additional support through the community liaison's tribal partnerships.</p>	<p>Amy Foster-Wolferman</p> <p>Frank No Runner</p> <p>Aundre Bell</p>	<p>August, 2010</p>	<p>Ongoing</p>
<p>Describe how the district will implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.</p> <p>OPI is also providing Montana Behavioral Initiative coaches to work with each school on devising an MBI program to help create a better school climate. OPI is also contracting with the National Native Children's Trauma Center, based at the University of Montana, to provide trauma awareness and intervention work with students and staff; as well is contracting with the National Coalition Building Institute in Missoula, MT to provide team-building supports for schools.</p> <p>The OPI is also in discussion with providers of mental health services to explore increasing mental health services at the schools.</p>			
<p>What capacity does the district have to implement approaches to improve school climate and discipline?</p> <p>The LEA's school counselors, school/family coordinators, and interested administration and board trustees will be asked to participate in the development of improved school climate supports; key LEA staff will be asked to participate in the MBI school team.</p>			
<p>What barriers exist to implementing approaches to improve school climate and discipline and how will these be overcome?</p> <p>Very rural, remote areas are often challenged to find quality support services; OPI will work with the LEA to support the development of institutional relationships with area organizations, as well as work with state-</p>			

level organizations to develop new partnerships.
Action Steps/Person responsible for each step/Date each step will be done: Hire Youth Outreach Coordinator – OPI – Completed Hire Community Liaisons – OPI – late August, 2010 Work with MBI, NNCTC, and NCBI for school opening activities – Current Develop contracts for ongoing services from NNCTC & NCBI – Current Develop program components for school climate – Fall, 2010 Implement NNCTC interventions – Fall, 2010 Assess program components – Spring, 2011 Ongoing supports – 2011 - 2012
Resources: OPI; LEA; state and local organizations; research based program interventions
Milestones/Assessment/Evidence:

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten. (optional)			
Describe how the district will expand the school program to offer full-day kindergarten or pre-kindergarten.			
What capacity does the district have to expanding the school program to offer full-day kindergarten or pre-kindergarten?			
What barriers exist to expanding the school program to offer full-day kindergarten or pre-kindergarten and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

4. Providing Operational Flexibility and support

(i). Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially approve student achievement outcomes and increase high school graduation rates</p> <p>The OPI will contract with a school finance consultant to assist the SIG schools in this area.</p>	<p>Bryan Kott Jo Swain Jill Henzie Frank No runner</p>	<p>July 15, 2010</p>	<p>June, 2011— Ongoing with annual review</p>
<p>What different operational flexibility will the school have in relation to staffing?</p> <p>The SIG team has developed a new configuration for the 7th-8th grade students by departmentalizing the staff. This will allow middle school staff to collaborate with each other regarding student progress and needs. The staff is striving to separate the 7th-8th grade from the high school students both instructionally and physically.</p> <p>Additionally, the SIG team has configured a new weekly school day schedule for students in grades 9-12. Included in this schedule model are two intensive blocks for reading and math at all three tiers of instruction. A specific enrichment/remediation/student advisory time has been identified four days a week for all 7-12 students. This remediation time will provide students with flexible grouping, data driven instruction, as well as one to one or small group instruction. Staff will be supported in this targeted instruction by the district curriculum director, the OPI instructional coach, and the other staff members in the core area.</p> <p>A 1.0 FTE is devoted to data collection, data analysis, formative/summative assessments, and to serve as an intake assessment person for students transferring into the district.</p> <p>The SIG has reviewed student discipline referral data, drop out data, and graduation data from the past 2-3 years. The goal will be to work cooperatively with the Northern Cheyenne Tribal Council to review tribal laws that will provide support to building administrators to limit truancy, the dropout rate, and ultimate graduation. Collaboration between the Tribal Council and the Board of Trustees to improve student attendance is instrumental to the improvement of this data.</p>			
<p>What different operational flexibility will the school have in relation to school calendars and instructional time?</p> <p>The school day will begin earlier, 8:00 a.m., with students starting first thing in the morning with either the reading or math block. All students will be placed in the correct level based on pre-assessment. Each day, except Wednesday, ends with enrichment and remediation time for all 7-12 students. Students will be flexibly group for this time, monitored and assessed approximately every six weeks (with common assessments) to determine changes in placements.</p> <p>The SIG has identified time outside of the school day, 4:00 p.m. to 6:00 p.m. for credit recovery. Additionally, the SIG team is piloting an early tutor time in the morning from 7:30 a.m.-8:00 a.m. Students may also attend after school tutoring for additional support.</p> <p>Saturday school and extending the school for credit recovery are still items for discussion by the SIG team.</p>			
<p>What different operational flexibility will the school have in relation to budgets?</p> <p>The Lame Deer School district has multiple sources of funding, including several Title budgets and general fund dollars. The SIG team will present all revenue requests to the entire team followed by approval by the Administrative Leadership team (ALT) and ultimately to the Board of Trustees. The SIG action plan will outline additional funds needed to provide necessary changes within the district.</p> <p>The SIG team, along with the superintendent's support, will communicate with the Montana Office of</p>			

Public Instruction to access any SIG dollars. The district clerk will work with the OPI finance staff to acquire these funds through the protocol outlined by the state. In-district staff will complete the necessary requisitions and travel reimbursements in order to meet state requirements.
<p>What capacity does the district have to grant operational flexibility to the school?</p> <p>The Lane Deer Board of Trustees ultimately approves expenditures for the district, however the Superintendent and the district clerk bring the expenditure requests before the Board. The financial statements are presented to the Board at each regularly scheduled monthly meeting.</p> <p>As stated previously, it is important for the Board of Trustees to stay in communication with the Northern Cheyenne Tribal Council to make sure all parties are in support of keeping kids in school. Additionally, the school district administrators must work cooperatively with the area Circle of Schools to communicate regularly about students with high mobility rates.</p>
<p>What barriers exist to granting operational flexibility to the school and how will those be overcome?</p> <p>The district grants writer /Title One Director is retiring from the district thus this vacancy will create a gap in the process. Advertising for this position must begin as soon as possible or assign the duties and responsibilities of this position to existing personnel.</p> <p>Informing the Board of Trustees to the level where all expenditures and revenues are understood and approved. The Superintendent and Transformational Leader must keep the Board abreast of all requests in a timely manner.</p> <p>Significant time delays in changing tribal law to relating to student truancy or absenteeism. It is imperative that all parties, school district and tribal council members, work expeditiously to create a workable policy that will keep students in school.</p>
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>SIG team calendar development; SIG team; July 26—ongoing monitoring with necessary revisions through 2013</p> <p>District Clerk will work with OPI regarding reimbursement procedures; District Clerk; September—ongoing through 2013</p> <p>Communication protocol to and from OPI will be identified by the SIG unit director; Nancy Coleman; August 15</p> <p>Board communication –Superintendent and Transformational Leader—ongoing, but at least monthly</p> <p>Developing a Schools of Promise link on the Lane Deer District home page.</p> <p>High School Administration meeting with Tribal Council; Frank No Runner and Aundre Bell; May, 2010—ongoing monitoring of rule/law changes and implementation.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Purchasing and reimbursement procedures currently in place in the district as well as required by OPI • Electronic means, such as email and fax • Board packets • District Schools of Promise website • Northern Cheyenne Tribal Council support
<p>Milestones/Assessment/Evidence:</p> <p>Calendar development—completed document—distribution to all staff—completed July 26th</p> <p>Development of the Schools of Promise website—actual launching of the website—prior to the start of school, August 26th</p> <p>Tangible evidence of Board minutes regarding budget updates, etc. by the Superintendent and Transformational Leader.</p>

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
<p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p> <p>This is a required part of this federal grant and all related expenses are figured into the main overall OPI Budget for SIG.</p>			
<p>Describe how the district will provide ongoing, intensive technical assistance a related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description.</p> <p>The Lame Deer School District will enter into a memorandum of agreement with the Montana Office of Public Instruction to provide intensive technical assistance to all stakeholders. The SEA will provide support personnel including the Transformational Leader, the instructional coach, the board coach, and the community liaison. The SIG grant application includes these key personnel in the implementation of new research based interventions, staff development support, and curriculum support. The Transformational Leader has key responsibilities related to implementing the school improvement process, team building, SIG action plan implementation, budget assistance, and acquisition of other support resources. The instructional coach will assist staff with curriculum and instruction support, as well as assistance with all forms of student assessment, differentiating instruction, lesson planning, modeling, and scheduling. The school board coach is instrumental in assisting the Board of Trustees with policies and procedures relating to the continuous school improvement process. Additionally, this individual is responsible for researching for board members the impact of decision on student achievement. Connecting the Board with other resources, such as the Montana School Boards Association and the NSBA will assist the Board in their role of support to increase student achievement. The community liaison will be instrumental in building connections between community members, parents, and in district personnel. Additionally, the community liaison will assist in connecting other social service agencies and programs that will assist student overall health and well-being.</p>			
<p>What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support?</p> <p>The Lame Deer School District currently has the personnel in place to provide the school will ongoing, intensive technical assistance and related support. Additionally, a Schools of Promise School Improvement Team is in place.</p>			
<p>What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome?</p> <p>Ensuring the school district that qualified, dedicated individuals will be hired, trained, and committed to the students in the Lame Deer Public Schools. The state hiring practices must ensure these individuals are up to the challenge(s) of a high needs population and the complex variables that exist in the district. Garnering stakeholder support for this assistance is critical. Significant time must be spent on team building, trust building, and relationship building for this partnership to be successful.</p>			
<p>Action Steps/Person responsible for each step/Date each step will be done:</p> <p>Hiring of Schools of Promise Transformational Leader, School Board Coach, Community Liaison, and Instructional Coach; OPI; June, 2010</p> <p>SIG team planning meetings; Lame Deer SIG team and Transformational Leader; June through August, 2010—Ongoing monthly meetings through 2013.</p> <p>New Reading/Math Research Based Program staff development; Jean Howard and Kristine Goyins (OPI); July-August, 2010; ongoing through 2013</p>			

Resources: OPI Schools of Promise Leadership Team (State Level)—BJ Granbery, Mandy Smoker-Broaddus, Deb Halliday, Nancy Coleman, Sarah Pierce, (Courtney Peterson), and Donny Wetzel
Milestones/Assessment/Evidence: Hiring of all SEA support personnel

(4) Providing Operational Flexibility and support

(ii). Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA. (optional)			
Describe the new governance arrangement under which the school will be run. SKIP			
What capacity does the district have to implement a new governance arrangement for the school?			
What barriers exist to implementing a new governance arrangement for the school and how will those be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs. (optional)			
Describe the per-pupil school-based budget formula weighted based on student needs that will be implemented. SKIP			
What capacity does the district have to implement a per-pupil school-based budget formula that is weighted based on student needs?			
What barriers exist to implementing a per-pupil school-based budget formula that is weighted based on student needs and how will those be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

See budget narrative and detailed budget outline attached to SIG plan. *Title A, II Part A, and II, Part D need to be split with St. Labre; they receive approximately 45% except for set asides.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds	\$1,265,492	\$1,278,093		
Local Funds:	\$33,133.77			
SIG 1003(g) Funds		\$599,566 \$1,376,527	\$426,326	\$537,296
School Improvement 1003(a) Funds				
Title I, Part A: Improving Basic Programs Title I, ARRA School wide	\$219,961	\$219,674		
Title I, Part C: Migrant Education	0	0		
Title II, Part A: Teacher and Principal Training and Recruiting Fund	\$12,356	\$52,376		
Title II, Part D: Enhancing Education Through Technology	\$35.94	\$1,334		
Title III, Part A: English Language Acquisition	0	0		
Title IV, Part A: Safe & Drug-Free Schools and Communities	0	0		
IDEA Part B	\$692,268	\$142,198		
Carl Perkins	\$31,979	\$40,870		
Other: Impact Aid—Title VIII	\$1,000,446	\$921,571		
Other: Building Fund	\$25,203.48			
Other: Student Extracurricular	\$45,311.94			
Other: Jobs for Montana Graduates		\$3,175.82		

Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this plan::

Other Resource	Describe how it aligns with and enhances intervention
21st Century Schools Grant	Before and after school tutoring
10% of Title One	Staff Development
1% of Title One	Parental Involvement
Impact Aid	Staff salaries

Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

Funding:
Hiring Practices:
Supporting Professional Development:
Changes made in Policies and Practices:
Other:

LEA SCHOOL IMPROVEMENT GRANTS 1003(g)

Assurances and Waivers Signature Page

A. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant and must indicate which of those waivers it intends to implement.

The LEA assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

B. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant,

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ Extending the period of availability of school improvement funds.

Name & Title of Authorized Representative

Signature of Authorized Representative

Date